GRADE
2

3902

The Practice Workbook of ARITHMETIC


INK
2+2=4
cat
1+1=2
Arithmetic
Reading
SCHOOL
Spelling
3+2=5
Writing
INK
2+2=4
cat
1+1=2
Arithmetic
Reading
SCHOOL
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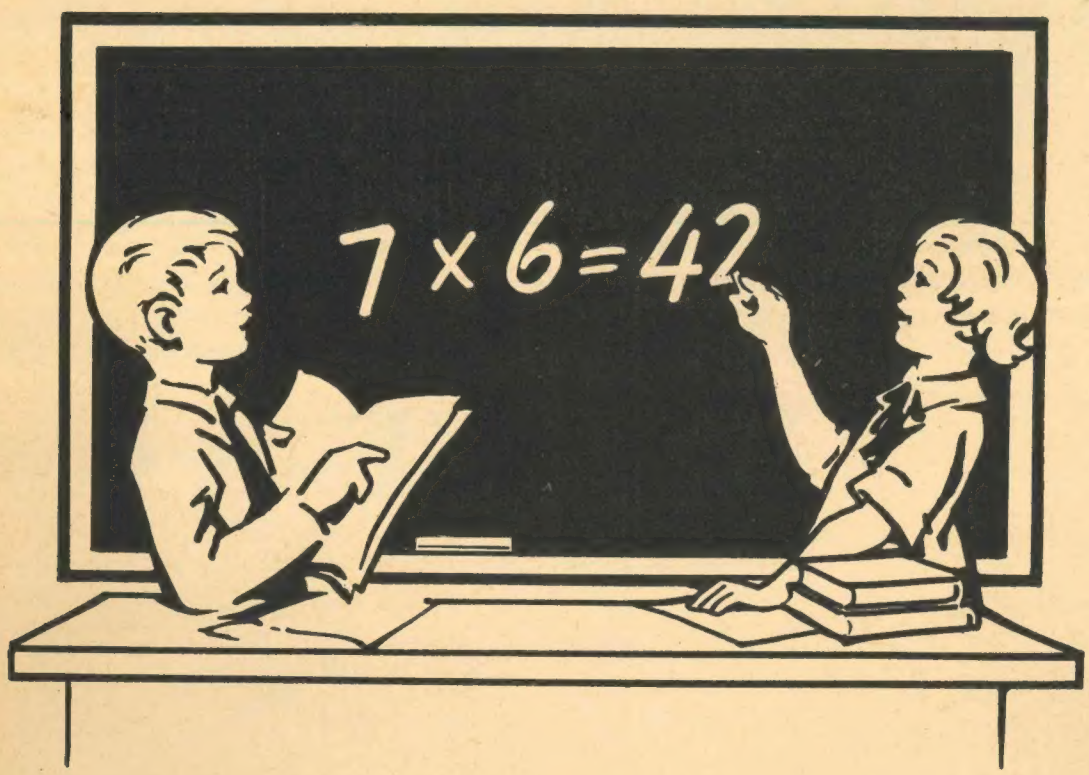
GRADE 2

The Practice Workbook of ARITHMETIC

Prepared by an outstanding group of teachers
under the supervision of the Educational Board
of Noble and Noble Publishers, Inc.



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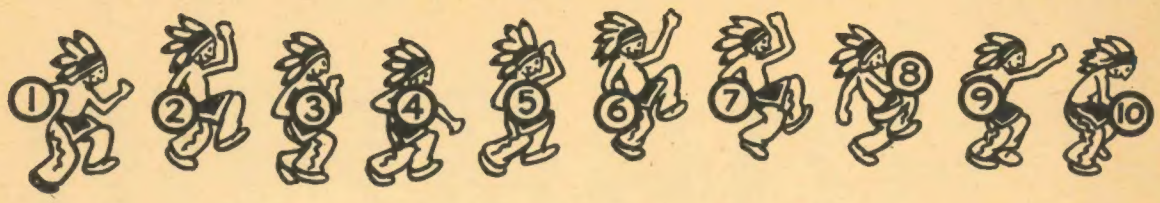

Note to Parents and Teachers

The Practice Workbook of Arithmetic, Grades 1 and 2, will introduce the young child to the orderly world of numbers in a way that is calculated to be most interesting and meaningful for him. Familiar and common objects, such as blocks, balls, beads, paper cups, etc., are pictured — and with a supply of such items nearby, the child may have an opportunity to handle these things and place them in various groups physically. Children learn through experience in using the number-ideas that they have discovered and verified.

Meanings of number-forms or units of measure are best clarified for the child by activities in which he observes, manipulates, constructs, counts, groups, measures and compares. Number-work should not exist as a separate abstract subject. Make the arithmetic work a happy experience rather than a memorization of abstract facts. The lessons suggest many simple objects and devices for a child to handle. First develop meaningful practice in challenging situations. Then check the child's achievement in grasping the meanings and his ability to use arithmetic with the aid of these lessons.

Since large-size manuscript writing is used almost exclusively in the primary grades today, sufficient space has been provided for the child to write in the book in the same style and size as that used in classroom work.

Suggestions on how to develop the lessons and provide meaningful situations before the child undertakes the exercises will be found in footnotes at the bottom of the pages.

Achievement Tests will be found at the end of each unit to check the child's comprehension of the subject matter. They are useful in determining individual weaknesses for which additional practice is usually required.

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Number of Examples..... 13
Number right.....

REVIEW

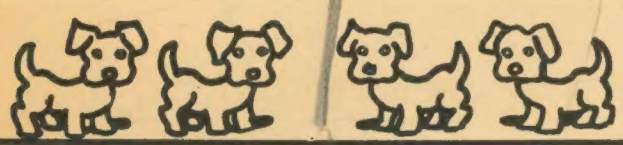
INVENTORY TEST

A. Count by 10's to 100.

10	20	30	40	50
60	70	80	90	100

Draw a line dividing these groups in half.

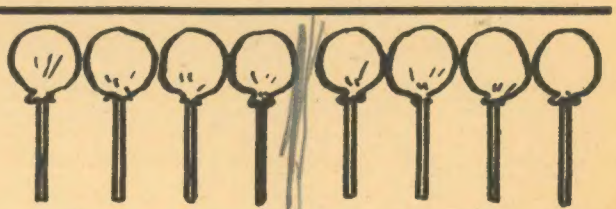
B.



C.

D.

E.



F. Add

4	3	2	1
+1	+2	+3	+4
5	5	5	5

G. Subtract

4	4	5	5
-1	-3	-1	-3
3	1	4	2

Number of Examples.....17
Number right.....

REVIEW

INVENTORY TEST

A. Two addition facts and two subtraction facts about 6.

5	1	6	6
+1	+5	−1	−5
6	6	5	1

B. One addition fact and one subtraction fact about doubles.

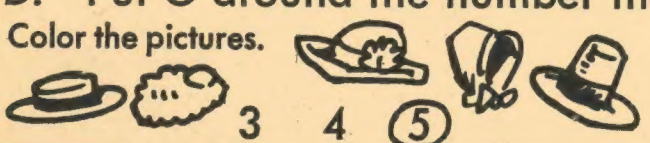
1	2	4	3	6
+1	+2	−2	+3	−3
2	4	2	6	3

C. Two addition facts and two subtraction facts about 7.

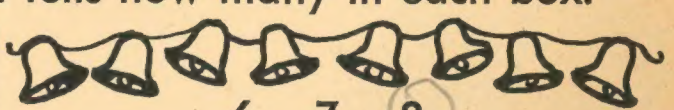
6	1	7	7
+1	+6	−6	−1
7	7	1	6

D. Put O around the number that tells how many in each box.

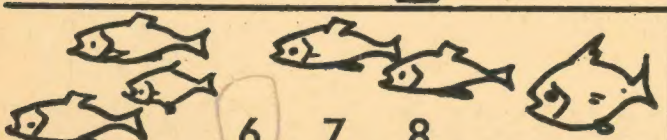
Color the pictures.



3 4 (5)



6 7 (8)



(6) 7 8

6 (7) 8

SIGNS IN ADDITION

When you have 1 apple and 1 apple you have 2 apples.

1 apple and 1 apple are 2 apples.

We can write it like this:

1 apple + 1 apple = 2 apples.

The sign + means <u>and</u>.

The sign = means <u>are</u>.

We read it:

1 apple and 1 apple are 2 apples.

We can write 1 + 1 = 2 or

$$\begin{array}{r} 1 \\ +1 \\ \hline 2 \end{array}$$

We still read it like this:

One and one are two.

Using the signs, how would you write:

1 and 2 are 3. 1 + 2 = 3

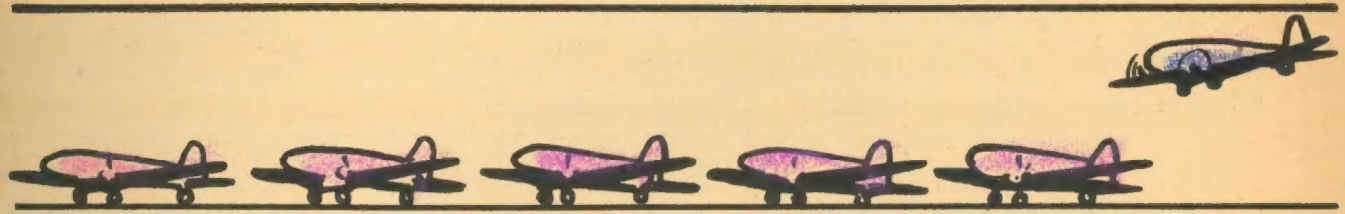
ADDING 1 TO A NUMBER

Color 8 birds red

Color 1 bird blue.

8 birds and 1 bird are 9 birds. 8 + 1 = ..9.....

1 bird and 8 birds are 9 birds. 1 + 8 = ..9.....



Color 5 airplanes red.

Color 1 airplane blue.

5 airplanes and 1 airplane are ...6... airplanes. 5 + 1 = ...6...

1 airplane and 5 airplanes are ...6... airplanes. 1 + 5 = ...6...

Write the number story for these 6 black balls and 1 white ball.

6 + 1 = 7

AUTUMN NINE

I see 9 leaves.

Color 8 leaves red. Color 1 leaf green.

8 leaves and 1 leaf are ..9.... leaves.

1 leaf and 8 leaves are ..9.... leaves.

8 + 1 = 9

1 + 8 = 9

	8	1
	+1	+8
	9	9

Review:	7	8
	+1	−1
	8	7

Subtraction:	9	9
	−1	−8
	8	1

Teacher: Have the pupils bring in colorful autumn leaves and build the lesson around them. Develop other combinations: 2+7, 7+2, 4+5, etc. 2+7=9 7+2=9 4+5=9

HALLOWEEN TEN

I see 10 jack-o'-lanterns.

Color 9 orange.

9 and 1 are 10

1 and 9 are 10

$9 + 1 =$ 10

9	1
+1	+9
10	10

$1 + 9 =$ 10

Review:

6	9
+3	−1
9	8

Subtraction:

10	10
−1	−9
9	1

Teacher: Have pupils make paper jack-o'-lanterns. Hang up the 10 best for this lesson.

THANKSGIVING ELEVEN

I see 11 turkeys.

Color 10 turkeys black.

10 turkeys and 1 turkey are ..... turkeys.

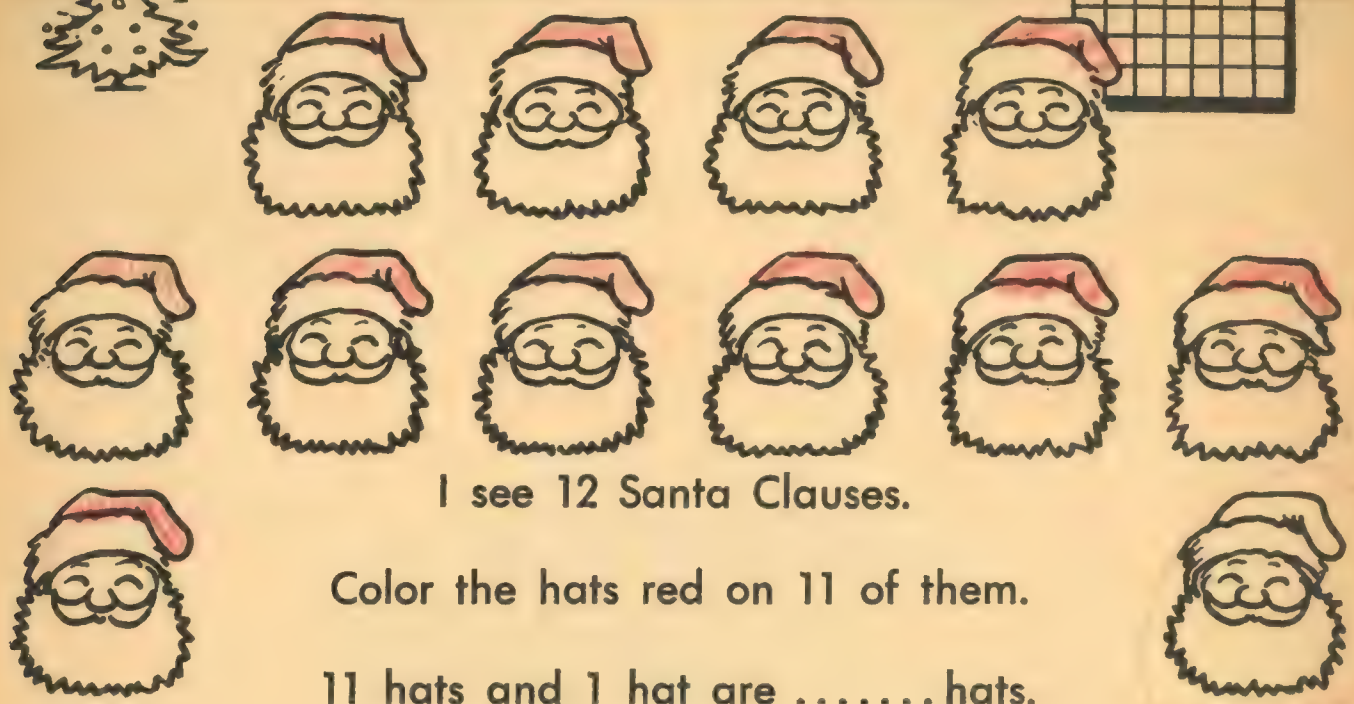
1 turkey and 10 turkeys are ..... turkeys.

		10	1
10 + 1 =	11	+1	+10
1 + 10 =	11	11	11

Review:	5	10	Subtraction:	11	11
	+5	−1		−1	−10
	10	9		10	1

Teacher: Small turkey pictures, or seals, to use with this lesson can be obtained at any stationery store for a few cents.

CHRISTMAS TWELVE DECEMBER



I see 12 Santa Clauses.

Color the hats red on 11 of them.

11 hats and 1 hat are .....hats.

1 hat and 11 hats are .....hats.

11 + 1 = 12

11	1
+1	+11
12	12

1 + 11 = 12

1	1	10
+11	+10	+1
12	11	11

Review:

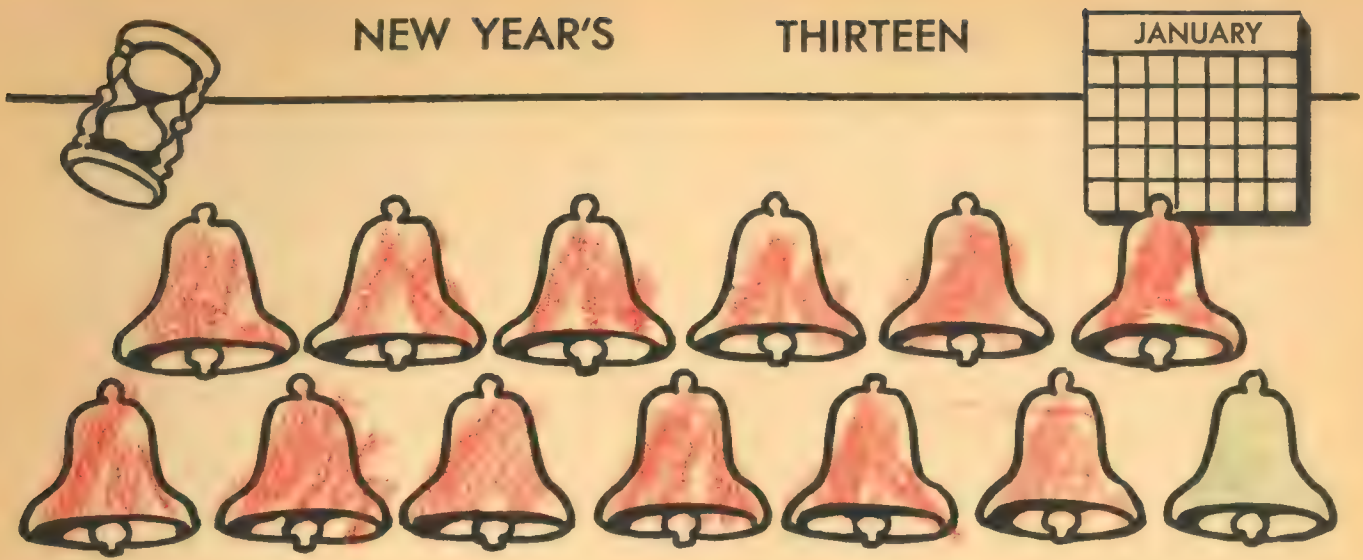
8	10
+3	+1
11	11

Subtraction:

12	12
−1	−11
11	1

Teacher: At Christmas time you can obtain small Santa Claus seals at any stationery store or the pupils can make these or Christmas trees or stars for this lesson.

NEW YEAR'S THIRTEEN



I see 13 bells.

Color 12 bells red. Color one bell green.

12 bells and 1 bell are ...13... bells.

1 bell and 12 bells are ...13... bells.

12 + 1 = 13

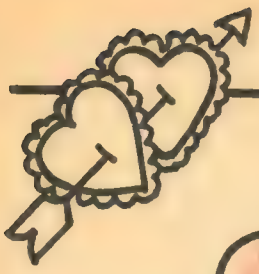
	12	1
	+1	+12
	13	13

1 + 12 = 13

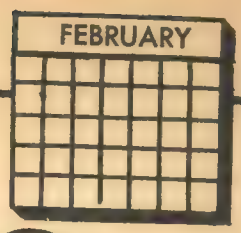
Review:	6	12
	+6	−1
	12	11

Subtraction:	13	13
	−1	−12
	12	1

Teacher: Have the pupils draw and cut out paper bells. Hang up the 13 best for this lesson.



VALENTINE'S DAY FOURTEEN



I see 14 hearts.

Color 13 hearts red. Color 1 heart blue.

13 hearts and 1 heart are ..... hearts.

1 heart and 13 hearts are ..... hearts.

---

13 + 1 = 14

13	1
+1	+13
14	14

1 + 13 = 14

Review:

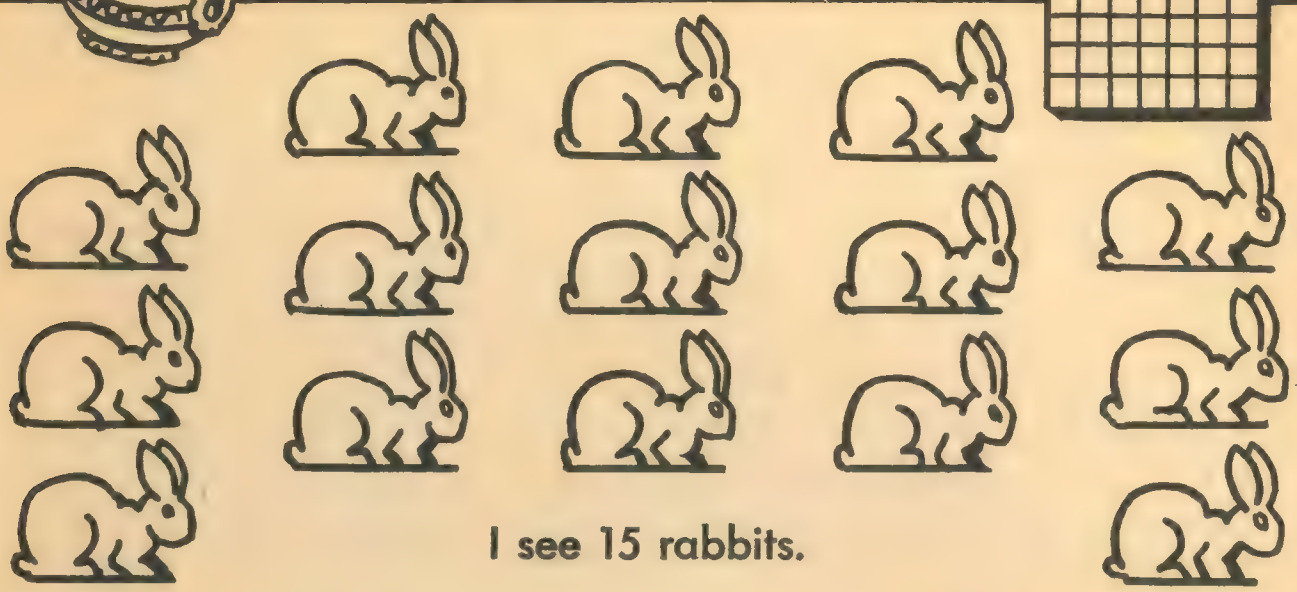
6	13
+7	−1
13	12

Subtraction:

14	14
−1	−13
13	1

Teacher: Have the pupils make paper hearts. Use the 14 best for this lesson.

EASTER FIFTEEN MARCH



I see 15 rabbits.

Color 14 rabbits brown. Color 1 rabbit black.

14 rabbits and 1 rabbit are ..... rabbits.

1 rabbit and 14 rabbits are ..... rabbits.

14 + 1 = 15

14	1
+1	+14
15	15

1 + 14 = 15

Review:

7	14
+7	−1
14	13

Subtraction:

15	15
−1	−14
14	1

Teacher: Pictures of Easter rabbits or Easter eggs can be drawn and colored for use in developing this lesson.

COUNTING BY 2's

1 3 5 7 9 11 13 15 17 19

2 4 6 8 10 12 14 16 18 20

Write the numbers counting by 2's to 20.

2 4 6 8 10 12 14 16 18 20

Counting by 2's

Fill in the missing numbers.

2 4 6 8 10 12 14 15

Counting by 2's what number comes after

2 4

6 8 10

14 16

Counting by 2's what number comes before

20 18

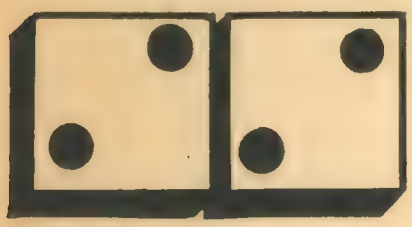
12 10

6 4

Teacher: Have the children march by 2's, giving each child a number. Dramatize counting by 2's.

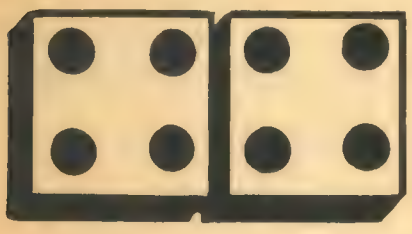
HALF OF DOUBLES

$\frac{1}{2}$ of 2 = 1

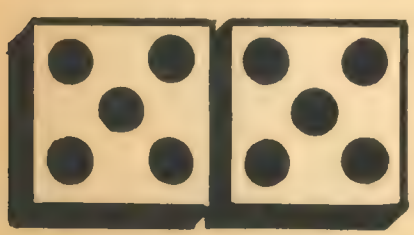


$\frac{1}{2}$ of 4 = 2

$\frac{1}{2}$ of 6 = 3

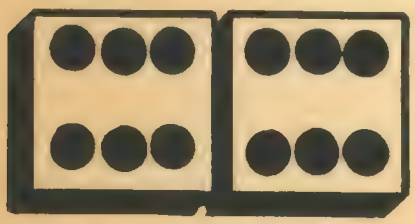


$\frac{1}{2}$ of 8 = 4



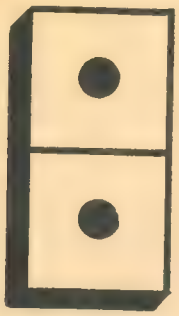
$\frac{1}{2}$ × 10 = 5

x means <u>of</u> or <u>times</u>.



$\frac{1}{2}$ × 12 = 6

MULTIPLICATION FACTS RELATED TO THE DOUBLES



2 dots

2 times 1 = 2

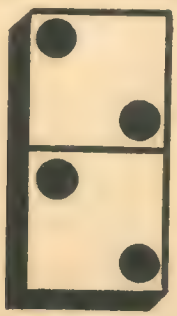
2 x 1 = . . 2 . . . .

x means times.

1

x 2

2



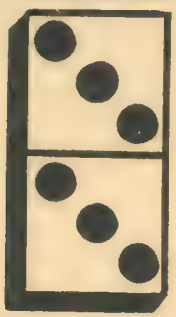
2 times 2 = . . 4 . . . .

2 x 2 = . . 4 . . . .

2

x 2

4



2 times 3 = ...

2 x 3 = ...

3

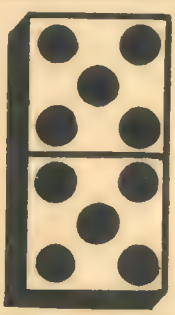
x 2

2 times 4 = ...

2 x 4 = ...

4

x 2



2 times 5 = ...

2 x 5 = ...

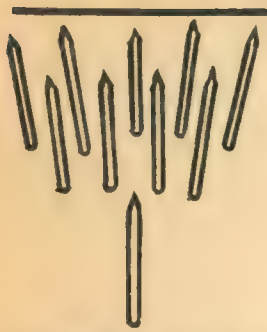
5

x 2

Number of Examples..... 5
Number right.....

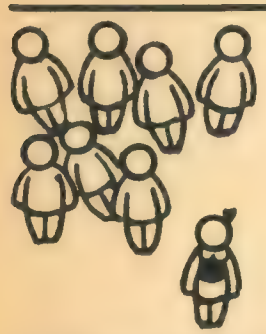
TEST

ADDITION PROBLEMS



1. Billy had 9 pencils.
Mother gave him 1 pencil.
How many did he have then?

$$\begin{array}{r} 9 \\ +1 \\ \hline 10 \end{array}$$

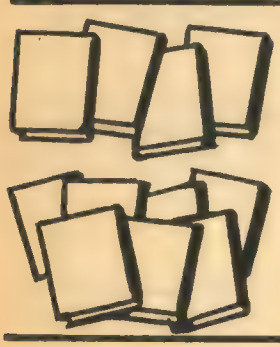


2. Mary had 7 dolls.
Father gave her 1 doll.
How many did she have then?

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

3. There were 6 girls at the party.
There were 5 boys at the party.
How many children were there?

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$



4. Tom has 4 books.
Ann has 7 books.
How many do they both have?

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

5. You have 5 fingers on one hand.
And 5 fingers on the other hand.
How many fingers do you have?

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

REVIEW - NUMBERS 10 to 15

Color the beads.

9

+1

9 beads and 1 bead are . . . . . beads. 9 + 1 = ... 10

10

+5

10 beads and 5 beads are . . . . . beads. 10 +5 = ... 15

9

+2

9 beads and 2 beads are . . . . . beads. 9 + 2 = ... 11

7

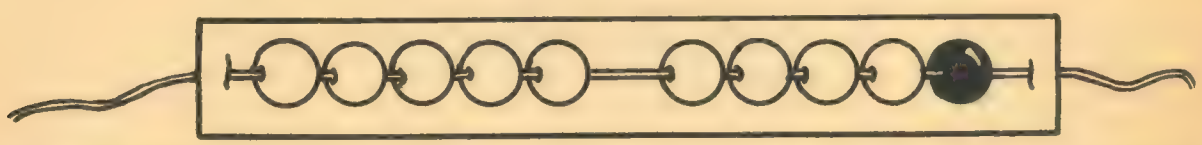
+5

7 beads and 5 beads are . . . . . beads. 12

8

+6

8 beads and 6 beads are . . . . . beads. 14



Teacher: A simple but effective *number frame* may be made by mounting a string of 10 large wooden beads on a piece of heavy cardboard by punching two small holes in it, as in the illustration above. Insert the ends of the string or wire holding the beads through the holes and tie the ends together at the back of the cardboard. Each pupil should make one of these *number frames* so that he can manipulate the beads to form various number combinations from 1 to 10.

10 AND HOW MANY?

Make as many more X's in each space as the numbers tell you.

X X X X X X
X X X X X
10 and 1 = 11

$$\begin{array}{r} 10 \\ +\ 1 \\ \hline 11 \end{array}$$

X X X X X
X X X X X
10 and ..... = 15

$$\begin{array}{r} 10 \\ + \\ \hline 15 \end{array}$$

X X X X X
X X X X X
10 and ..... = 12

$$\begin{array}{r} 10 \\ + \\ \hline 12 \end{array}$$

X X X X X
X X X X X
10 and ..... = 14

$$\begin{array}{r} 10 \\ + \\ \hline 14 \end{array}$$

X X X X X
X X X X X
11 = 10 and .....

$$\begin{array}{r} 10 \\ + \\ \hline 11 \end{array}$$

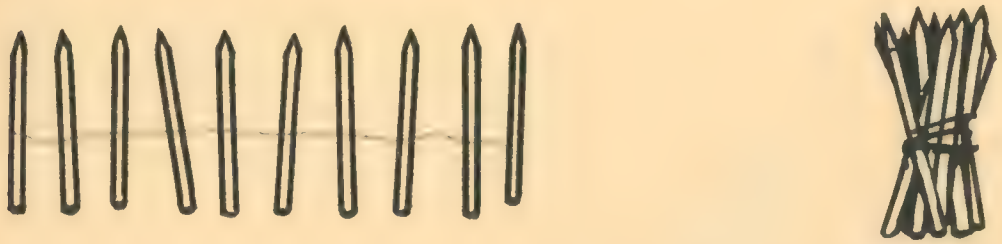
X X X X X
X X X X X
13 = 10 and .....

$$\begin{array}{r} 10 \\ + \\ \hline 13 \end{array}$$

THE 'TEEN NUMBERS

13 14 15 16 17 18 19

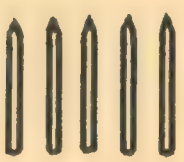
Take 10 pencils or toothpicks and put a rubber band around them.



10 pencils = 10 pencils

 and  are .....

10 + 3 = ...

 +  = ...

10 + 5 = ...

 +  = ...

10 + 6 = ...

 +  = ...

10 + 2 = ...

 +  = ...

10 + 7 = ...

 +  = ...

10 + 9 = ...

Number of Examples.....14
Number right.....

TEST

'Teen Numbers Formed by 10's and 1's.

A. 10 = 1 ten and no ones.

B. 12 = ...1... ten and ...2... ones.

C. 15 = ...1... ten and ...5... ones.

D. 11 = ...1... ten and ....1.. one.

E. 13 = ...1... ten and ...3... ones.

F. 17 = ...1... ten and ....7.. ones.

G. 14 = ...1... ten and ...4... ones.

H. 16 = ...1... ten and ....6.. ones.

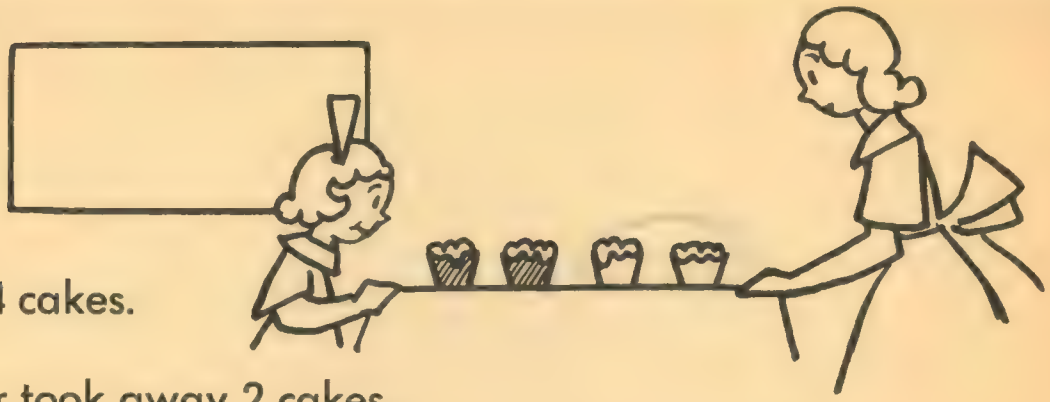
I. 19 = ...1.... ten and ...9... ones.

J. 20 = ... tens and..... ones.

K. Add:

10	3	5	10
+ 1	+10	+10	+20
11	13	15	30

SUBTRACTION



Betty had 4 cakes.

Her mother took away 2 cakes.

We can put O around two cakes to show they are taken away.

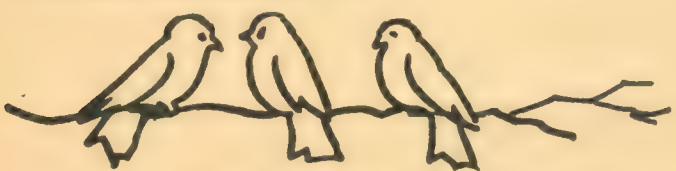
Betty had only ....2.. cakes left.

We can write this using signs like this:

4 cakes – 2 cakes = 2 cakes or 4 – 2 = 2

We read this 4 minus 2 are 2. The sign – minus means take away.

Write the number story for:



There were five birds.

Two flew away.

...3.. birds – ..1.... birds = ...2... birds.

There were seven dogs.

Three ran away.

....4.. dogs – ....1.. dogs = ...3.. dogs.

RELATED ADDITION AND SUBTRACTION FACTS

Color 5 cups blue.

6 cups take away 1 cup leaves 5 cups.

$$\begin{array}{r} 6 \\ -\ 1 \\ \hline \end{array}$$

6 – 1 = ...

Color 1 cup blue.

6 cups take away 5 cups leaves ..... cup.

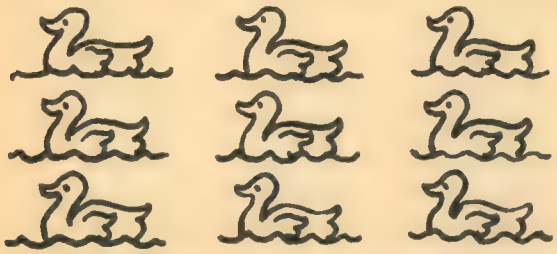
$$\begin{array}{r} 6 \\ -\ 5 \\ \hline \end{array}$$

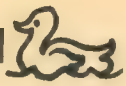
6 – 5 = ...

$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$

Teacher: Dramatize this lesson with actual paper cups so that the lesson may be more meaningful.

ADDING 1 TO A NUMBER



and  are ..... ducks

9 + 1 = ...

9 + 1 = 10

and  are ..... dogs

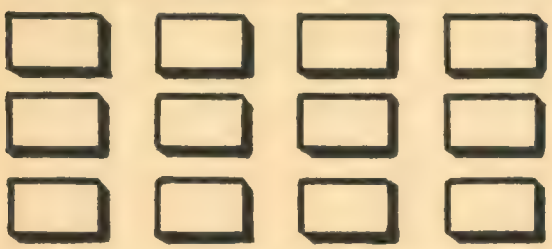
10 + 1 = ...

10 + 1 = 11

and  are ..... cakes

11 + 1 = ...

11 + 1 = 12



and  are ..... blocks

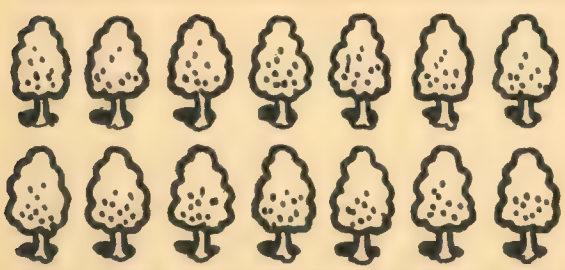
12 + 1 = ...

12 + 1 = 13

and  are ..... hearts

13 + 1 = ...

13 + 1 = 14

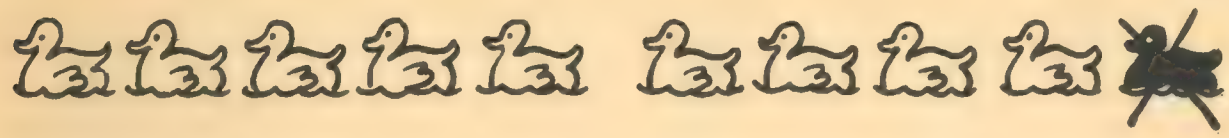


and  are ..... trees

14 + 1 = ...

14 + 1 = 15

TAKE AWAY ONE



10 − 1 = 9

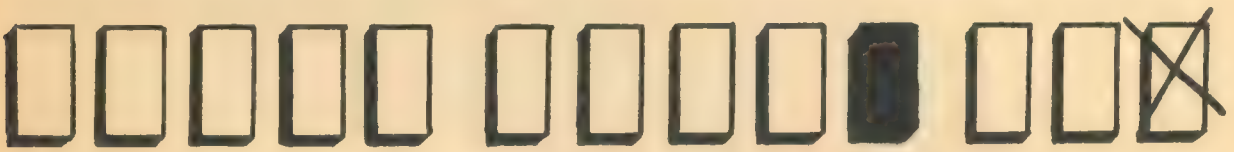
10 ducks take away 1 duck = ...9... ducks 10 − 1 = ...9....

11 − 1 = 10

11 dogs take away 1 dog = ...10.. dogs 11 − 1 = ..10....

12 − 1 = 11

12 cakes take away 1 cake = ..11... cakes 12 − 1 = ..11....

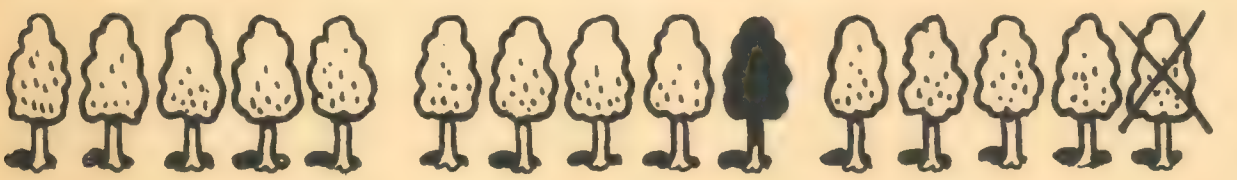


13 − 1 = 12

13 blocks take away 1 block = ...12.. blocks 13 − 1 = ...12

14 − 1 = 13

14 hearts take away 1 heart = ...13.. hearts 14 − 1 = 13....



15 − 1 = 14

15 trees take away 1 tree = ..14... trees 15 − 1 = ...14..

ADDING 2's TO A NUMBER

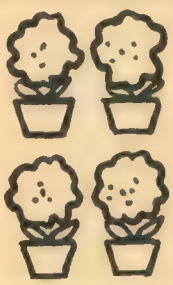
Color the plants to tell these number stories.

and

are ..4.... plants

2 + 2 = ..4...

$$\begin{array}{r} 2 \\ +\ 2 \\ \hline 4 \end{array}$$

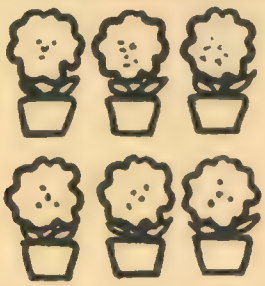


and

are ..6.... plants

4 + 2 = ..6...

$$\begin{array}{r} 4 \\ +\ 2 \\ \hline 6 \end{array}$$



and

are ..8.... plants

6 + 2 = ..8...

$$\begin{array}{r} 6 \\ +\ 2 \\ \hline 8 \end{array}$$

and

are ..10.... plants

8 + 2 = ..10...

$$\begin{array}{r} 8 \\ +\ 2 \\ \hline 10 \end{array}$$

and

are ..12.... plants

10 + 2 = ..12..

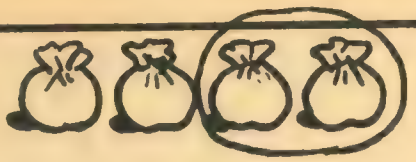
$$\begin{array}{r} 10 \\ +\ 2 \\ \hline 12 \end{array}$$

Fill in the missing numbers, counting by 2's.

14	16	18	20	22	24	26

SUBTRACTING 2's FROM A NUMBER

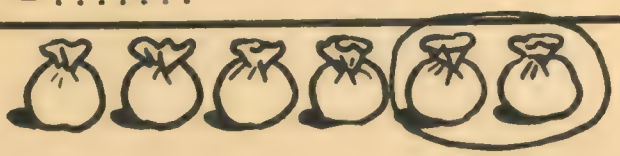
Color the bags to tell these number stories.



$$\begin{array}{r} 4 \\ -\ 2 \\ \hline 2 \end{array}$$

4 bags take away 2 bags leaves ...2... bags

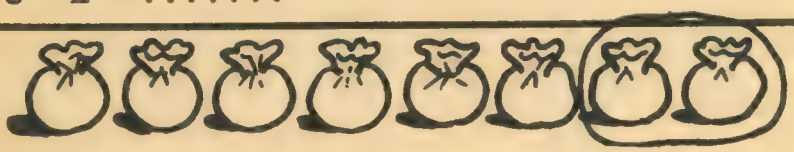
4 – 2 = ...2...



$$\begin{array}{r} 6 \\ -\ 2 \\ \hline 4 \end{array}$$

6 bags take away 2 bags leaves ...4... bags

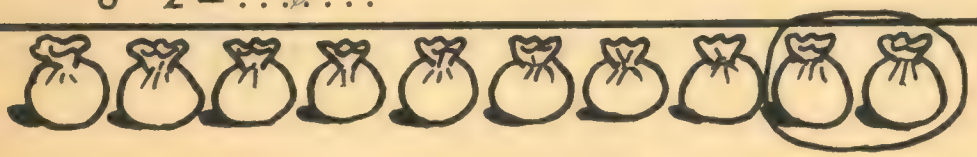
6 – 2 = ...4...



$$\begin{array}{r} 8 \\ -\ 2 \\ \hline 6 \end{array}$$

8 bags take away 2 bags leaves ...6... bags

8 – 2 = ...6...



$$\begin{array}{r} 10 \\ -\ 2 \\ \hline 8 \end{array}$$

10 bags take away 2 bags leaves ...8... bags

10 – 2 = ...8...

$$\begin{array}{r} 12 \\ -\ 2 \\ \hline 10 \end{array}$$

12 bags take away 2 bags leaves ...10... bags

12 – 2 = ...10...

Fill in the missing numbers, counting by 2's.

2	4	6	8	10	12	14

SUBTRACTION PROBLEMS

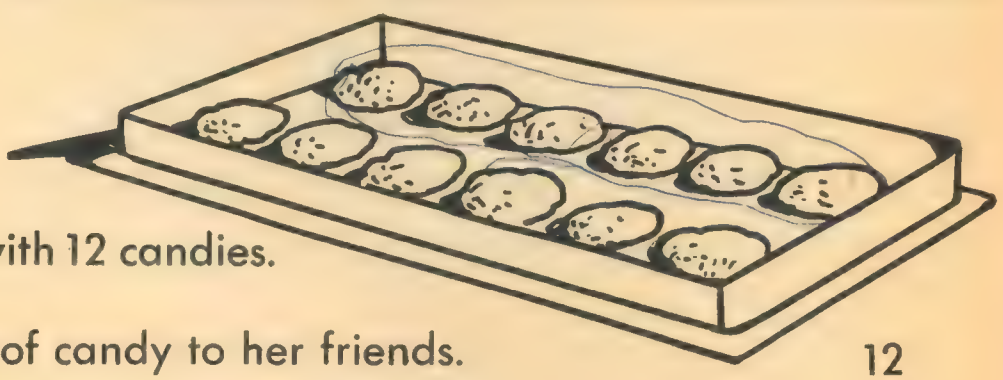
Tom had 10 marbles.

He gave 2 to his friend.

Put O around 2 marbles to show they have been taken away.

Tom had ....8.. marbles left.

10
− 2
8



Mary had a box with 12 candies.

She gave 6 pieces of candy to her friends.

Put O around 6 pieces of candy to show they have been taken away.

How many pieces of candy did Mary have left? ..6....

12
− 6
6

Jack had 15 cents.

He spent 5 cents at the store.

Put O around 5 cents to show they have been taken away.

How much did Jack have left? .10...

15
− 5
10

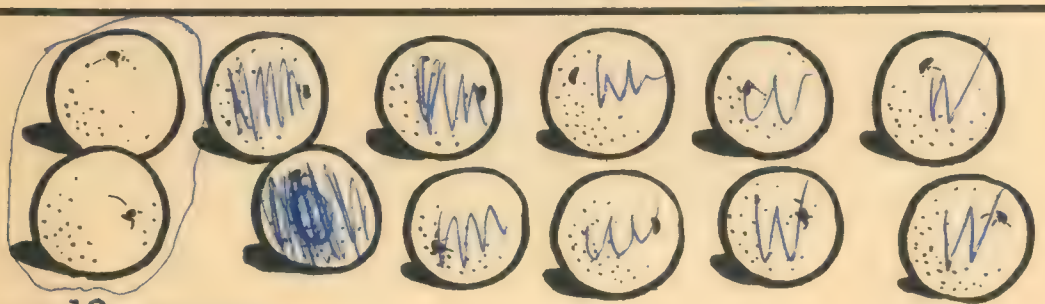
SUBTRACTION PROBLEMS

5

5 cents take away 2 cents is 3 cents.

$$\begin{array}{r} 5 \\ -\ 2 \\ \hline 3 \end{array}$$

5 – 2 = ...3...



12

I see 12 oranges.

$$\begin{array}{r} 12 \\ -\ 2 \\ \hline 10 \end{array}$$

Put O around 2 oranges to show that they are taken away.

Color the 10 oranges that are left.

12 oranges take away 2 oranges is 10 oranges. 12 – 2 = ..10...

I see 15 apples.

Take away 5 apples.

15

Color red the 10 apples that are left.

$$\begin{array}{r} 15 \\ -\ 5 \\ \hline 10 \end{array}$$

15 – 5 = ..10...

Number of Examples.....20
Number right.....

TEST

SUBTRACTION

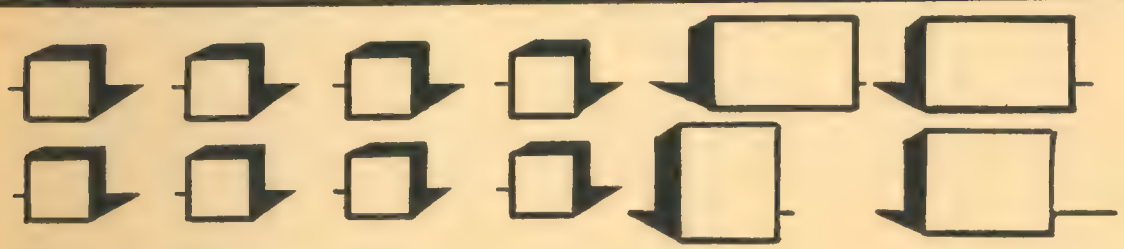
A.	2	3	4	5
	− 1	− 1	− 1	− 1
B.	3	5	8	6
	− 2	− 2	− 3	− 3
C.	7	5	8	10
	− 4	− 4	− 5	− 5
D.	12	14	14	15
	− 1	−2	− 3	− 4
E.	14	15	13	13
	− 1	− 1	− 2	− 1

NUMBER STORIES

10
+ 1

10 little balls and 1 big ball are . . . . . balls.

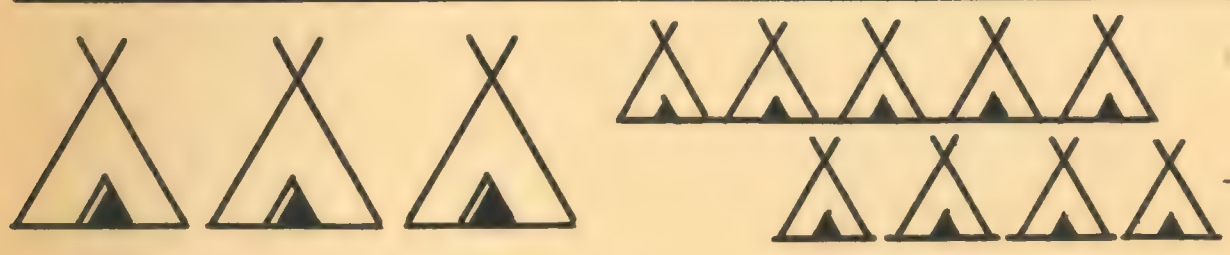
Color the little balls red. Color the big ball blue.



8
+ 4

8 little blocks and 4 bigger blocks are . . . . . blocks.

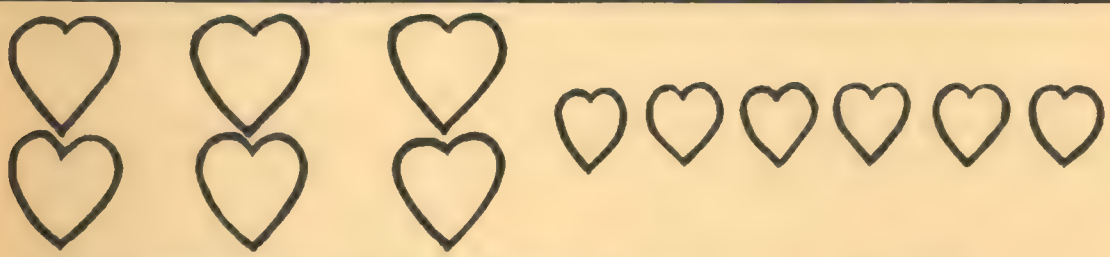
Color the little blocks red. Color the big blocks green.



3
+9

3 big tents and 9 little tents are . . . . . tents.

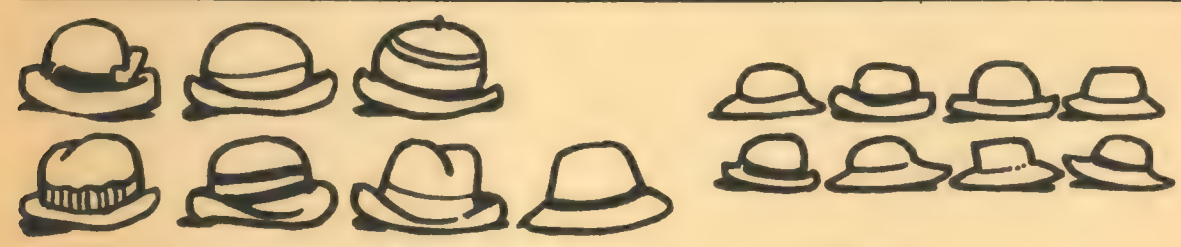
Color the big tents brown. Color the little tents red.



6
+6

6 big hearts and 6 little hearts are . . . . . hearts.

Color the big hearts red. Color the little hearts blue.



7
+8

7 big hats and 8 little hats are . . . . . hats.

Color the big hats purple. Color the little hats green.

NUMBER STORIES

Color the 3 squares red. Draw more squares to make 7 squares.

$$\begin{array}{r} 3 \\ +\quad\_\_\_ \\ \hline 7 \end{array}$$

3 squares and ..... squares are 7 squares. $3 + \ldots\ldots = 7$

Color the 5 circles blue. Draw more circles to make 11 circles.

$$\begin{array}{r} 5 \\ +\quad\_\_\_ \\ \hline 11 \end{array}$$

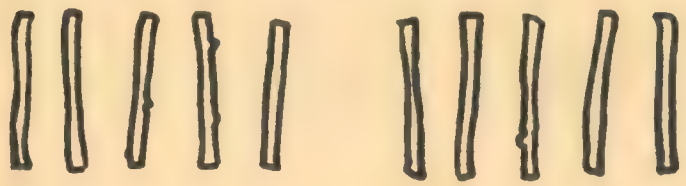
5 circles and ..... circles are 11 circles. $5 + \ldots\ldots = 11$

Color the tents brown. Draw more tents to make 12 tents.

$$\begin{array}{r} 8 \\ +\quad\_\_\_ \\ \hline 12 \end{array}$$

8 tents and ..... tents are 12 tents. $8 + \ldots\ldots = 12$

Draw more sticks to make 15 sticks.



$$\begin{array}{r} 10 \\ +\quad\_\_\_ \\ \hline 15 \end{array}$$

10 sticks and ..... sticks are 15 sticks. $10 + \ldots\ldots = 15$

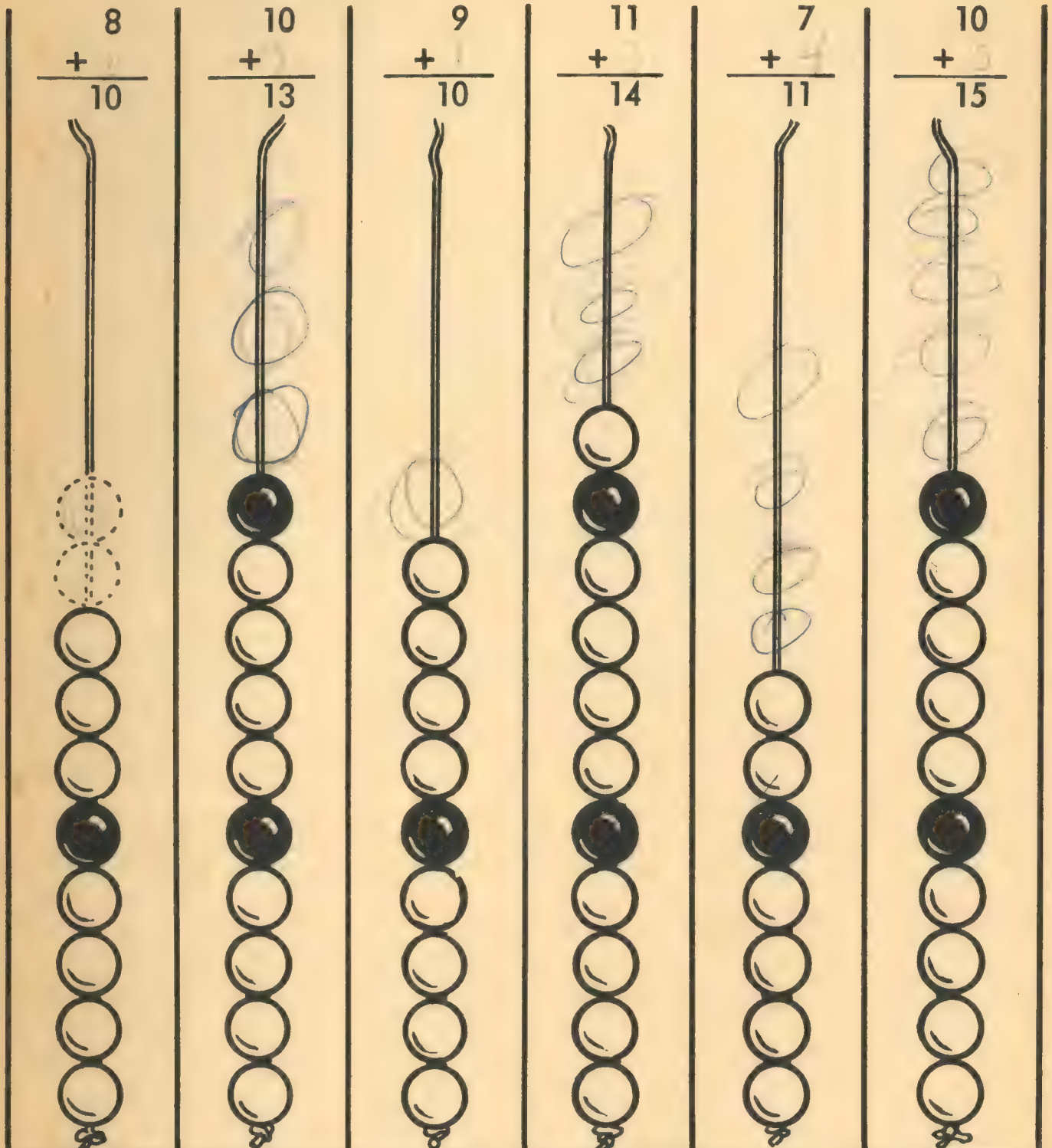
Color the houses green. Draw more houses to make 13 houses.

$$\begin{array}{r} 9 \\ +\quad\_\_\_ \\ \hline 13 \end{array}$$

9 houses and ..... houses are 13 houses. $9 + \ldots\ldots = 13$

REVIEW – NUMBERS 10 to 15

Draw enough beads on each string to make the right number.
Answer the problems. Color the beads.



Teacher: Have the children string beads to make this lesson more meaningful. For every fifth bead use a different color bead for ease in counting.

ADDITION OF LARGE NUMBERS

A.

Add:

$$\begin{array}{r} 11 \\ +12 \\ \hline 23 \end{array}$$

First add the right column.
Put 3 under that column below the line.
Then add the left column.
Put 2 under that column below the line.
The answer is 23.

B. Add:

$$\begin{array}{r} 12 \\ +11 \\ \hline 23 \end{array} \qquad \begin{array}{r} 11 \\ +13 \\ \hline 24 \end{array} \qquad \begin{array}{r} 13 \\ +11 \\ \hline 24 \end{array} \qquad \begin{array}{r} 15 \\ +11 \\ \hline 26 \end{array}$$

C. Add:

$$\begin{array}{r} 11 \\ +11 \\ \hline 22 \end{array} \qquad \begin{array}{r} 11 \\ +14 \\ \hline 25 \end{array} \qquad \begin{array}{r} 14 \\ +11 \\ \hline 25 \end{array} \qquad \begin{array}{r} 12 \\ +12 \\ \hline 24 \end{array}$$

D. Add:

$$\begin{array}{r} 11 \\ +12 \\ \hline 23 \end{array} \qquad \begin{array}{r} 11 \\ +15 \\ \hline 26 \end{array} \qquad \begin{array}{r} 13 \\ +13 \\ \hline 26 \end{array} \qquad \begin{array}{r} 12 \\ +14 \\ \hline 26 \end{array}$$

Teacher: Develop the word "column". Be sure that the pupils realize that the right column is the ones' row, and should be added first before the tens'.

SUBTRACTION OF LARGE NUMBERS

A.

Subtract

$$\begin{array}{r} 34 \\ -11 \\ \hline 23 \end{array}$$

In subtraction, the same as in addition, start with the right column.
4 take away 1 leaves 3.
Write 3 under the column below the line.
Now take the left column.
3 take away 1 leaves 2.
Write 2 under the column below the line.
The answer is 23.

B.

22 −11 11	23 −11 12	32 −11 21	43 −11 32

C.

24 −12 12	29 −13 16	25 −12 13	27 −14 13

D.

34 −12 22	45 −23 22	62 −41 21	75 −34 41

E.

56 −23 33	69 −25 44	87 −34 53	78 −26 52

Number of Examples.....16
Number right.....

TEST

WORKING WITH LARGE NUMBERS

A. Fill in the missing numbers, counting by 5's.

5	10			25					50

B. Fill in the missing numbers, counting by 10's.

10	20			50					100

C. Put O around the largest number on each line.

1 5 2 20 8 16 19 13

79 91 90 82 73 25 52 34

D.

14 has ..... ten and ..... ones.

23 has ..... tens and ..... ones.

57 has ..... tens and ..... ones.

100 has ..... tens and ..... ones.

E.

$$\begin{array}{r} 10 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 23 \\ +13 \\ \hline \end{array} \qquad \begin{array}{r} 31 \\ +25 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 23 \\ -11 \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ -24 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ -14 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ -13 \\ \hline \end{array}$$

ZERO IN ADDITION

$$\begin{array}{r} 2 \\ +0 \\ \hline 2 \end{array}$$

2 stars and no stars are 2 stars.

$2 + 0 = 2$

$$\begin{array}{r} 0 \\ +2 \\ \hline \end{array}$$

No blocks and 2 blocks are . . . . . blocks.

$0 + 2 =$ . . . .

$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

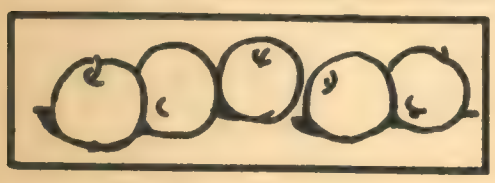
4 tepees and no tepees are . . . . . tepees.

$4 + 0 =$ . . . .

$$\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$$

No houses and 3 houses are . . . . . houses.

$0 + 3 =$ . . . .

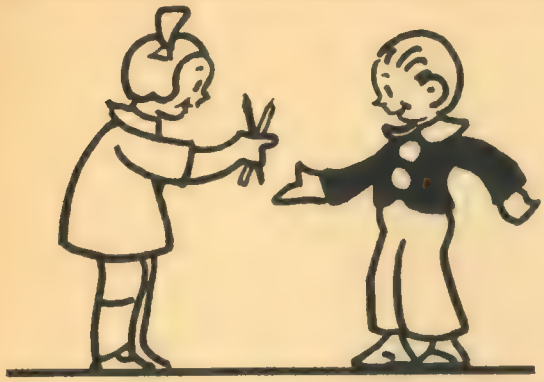


$$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$$

5 apples and no apples are . . . . . apples.

$5 + 0 =$ . . . .

ZERO IN SUBTRACTION



Helen had 2 pencils.

She gave the 2 pencils to Bill.

Helen had no pencils left.

$2 - 2 = 0$ 0 is called zero.

$$\begin{array}{r} 2 \\ -2 \\ \hline 0 \end{array}$$

Mary had 1 ice cream cone.

She ate it up.

There was nothing left.

$1 - 1 = 0$

$$\begin{array}{r} 1 \\ -1 \\ \hline 0 \end{array}$$

Jack had 3 marbles.

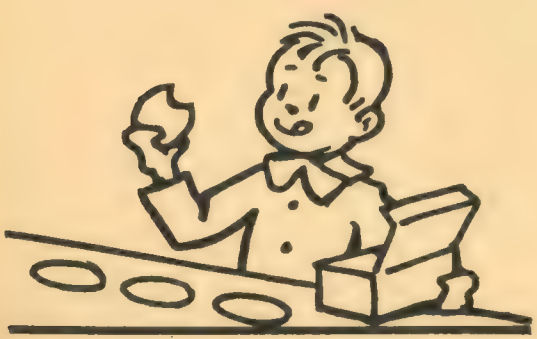
He lost the marbles.

Jack has no marbles now.

$3 - 3 = 0$

$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

.....



Tom had 4 cookies.

He ate them up.

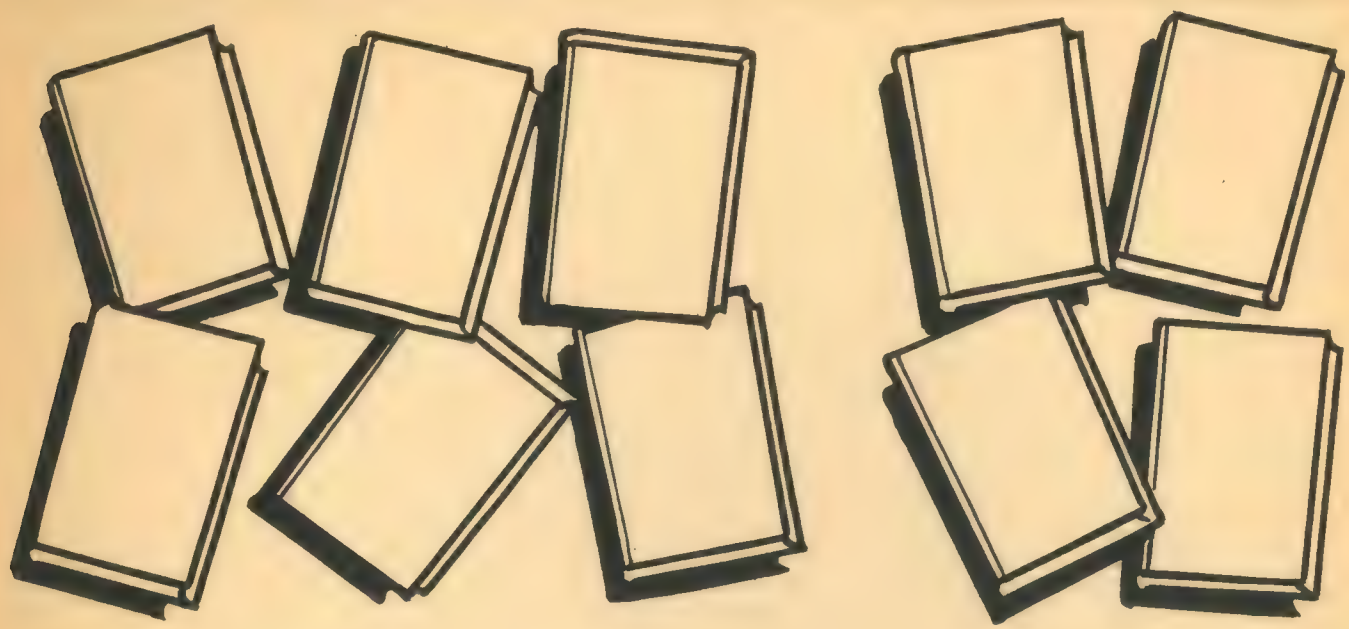
There were none left.

$4 - 4 = 0$

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$$

.....

REVIEW – NUMBER STORY FOR 10



6 books and 4 books are ..... books.

6 + 4 = ...

4 + 6 = ...

10 books take away 4 books are ..... books.

10 – 4 = ...

10 – 6 = ...

6	4	10	10
+4	+6	– 4	– 6

Teacher: Tell the pupils that there are four facts, two addition and two subtraction facts, for all numbers except the doubles.

ZERO AS A PLACE HOLDER

10 apples

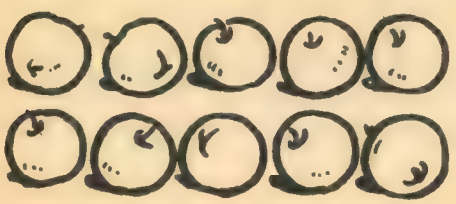
I see 10 apples.

Color the apples red.

and  are ..... apples.

10 + 1 = ...

$$\begin{array}{r} 10 \\ +\ 1 \\ \hline 11 \end{array}$$



and  are ..... apples.

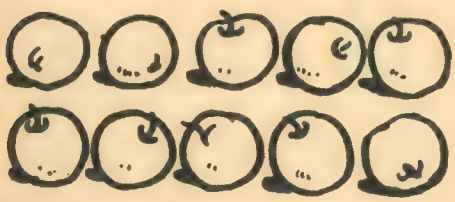
10 + 3 = ...

$$\begin{array}{r} 10 \\ +\ 3 \\ \hline \end{array}$$

and  are ..... apples.

10 + 4 = ...

$$\begin{array}{r} 10 \\ +\ 4 \\ \hline \end{array}$$



and  are ..... apples.

10 + 2 = ...

$$\begin{array}{r} 10 \\ +\ 2 \\ \hline \end{array}$$

Teacher: Call pupil's attention to the fact that the 0 in 10 is used to hold the unit's place so that the 1 is in the 10's column.

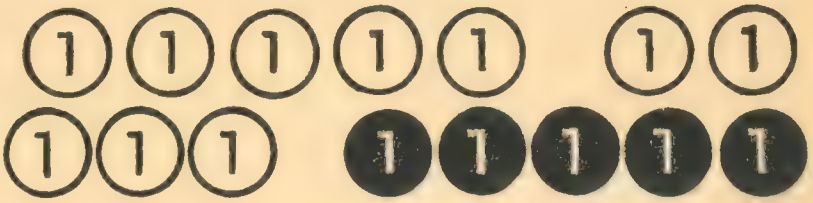
ADDITION

A.

7 = 7 ones.

+8 = 8 ones.

15 = 1 ten and 5 ones.



We say fifteen.

B.

11 = 1 ten and 1 one.

+ 3 = 3 ones.

14 1 ten and 4 ones.

We say fourteen.

C. The short way.

$$\begin{array}{r} 12 \\ +\ 1 \\ \hline 13 \end{array}$$

You can see that there is a 2 and a 1 in the ones' column at the right.
2 and 1 are 3.
You can see that there is a 1 (ten) in the tens' column at the left.
So you write 1 in the tens' column below the line.
The answer is 13.

D. Add:

$$\begin{array}{r} 11 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +11 \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +13 \\ \hline \end{array}$$

ONE FOURTH

Bill had a whole apple.

Color it red.

He cut it into 4 equal parts.

Each part is the same size.

Each part is one quarter or one fourth.

We write one quarter $\frac{1}{4}$.

Four quarters = 1 whole.

Mary had a pie.

Color it yellow.

She cut it into 4 parts.

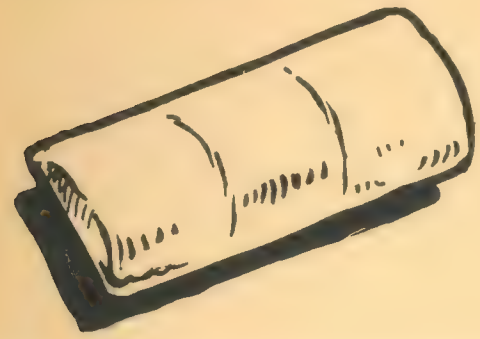
The parts are not the same size.

They are not quarters or fourths.

Color the largest part yellow.

Color the smallest part red.

ONE THIRD



Ken had one whole candy bar.

Color it brown.

He broke it into 3 equal parts.

Each part is the same size.

Each part is one third.

We write one third $\frac{1}{3}$.

Three thirds = 1 whole.

Betty had a cookie.

Color it yellow.

She broke it into 3 parts.

The parts are not the same size.

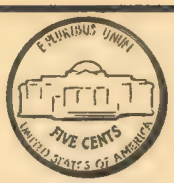
They are not thirds.

Color the largest part yellow.

Color the smallest part red.

MONEY

1 cent
or penny



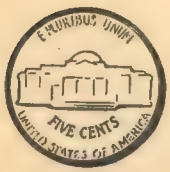
5 cents
or nickel

10 cents
or dime

25 cents
or quarter

50 cents
or half dollar

make



1 nickel is worth ..... cents.

make

1 dime is worth ..... cents.

make

2 nickels make 1 dime

1 dime = ... nickels.

25 cents make a quarter.

1 quarter = ... cents

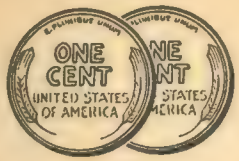
50 cents make a half dollar.

1 half dollar = ... cents

RECOGNITION OF MONEY

Draw a line from the number to the picture that matches it.

10¢



2¢

1¢

50¢

25¢

5¢

Draw a line from the number to the picture that matches it.

dime

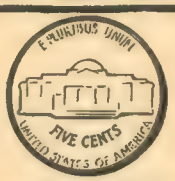
nickel

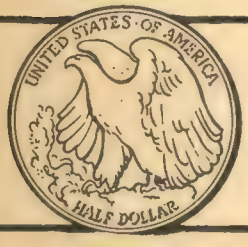
penny

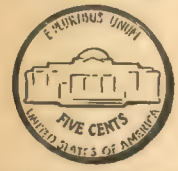
half-dollar

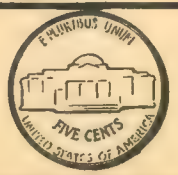
quarter

Put X on which is more on each line:









Put O around which is more on each line:

A. 3 pennies or 1 nickel.

B. Dime or nickel.

C. 10¢ or 5¢.

D. 4 cents or 3 pennies.

E. Quarter or half-dollar.

F. Dollar or quarter.

G. 25¢ or 10¢.

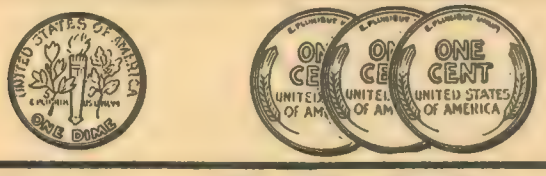
H. 5¢ or 50¢.

MORE THAN 10 CENTS

1 dime is 10 cents.

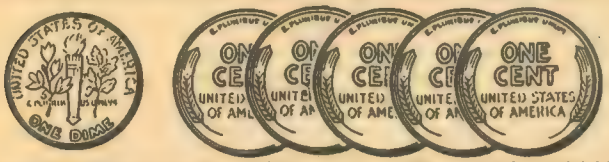
11 cents is 10 cents and 1 cent.

12 cents is 10 cents and . . . . . cents.



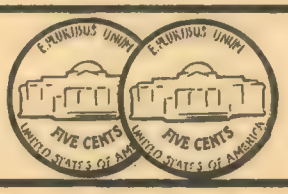
13 cents is 10 cents and . . . . . cents.

14 cents is 10 cents and . . . . . cents.

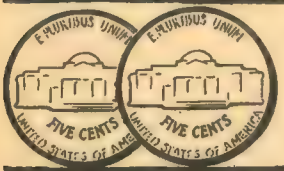


15 cents is 10 cents and . . . . . cents.

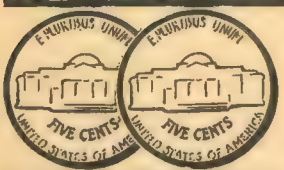
1 nickel is 5 cents.



2 nickels are 10 cents.



11 cents is ten cents and . . . . . cent.



13 cents is 10 cents and . . . . . cents.

7 cents is 5 cents and . . . . . cents.

COLUMN ADDITION OF MONEY

One cent. We write this 1¢.

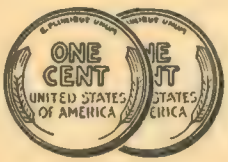
and


and


are .....¢

1¢
1¢
1¢

1¢ + 1¢ + 1¢ = ...¢

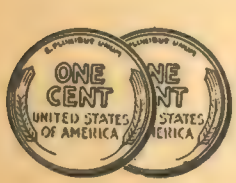
and


and


are .....¢

2¢
2¢
2¢

2¢ + 2¢ + 2¢ = ...¢



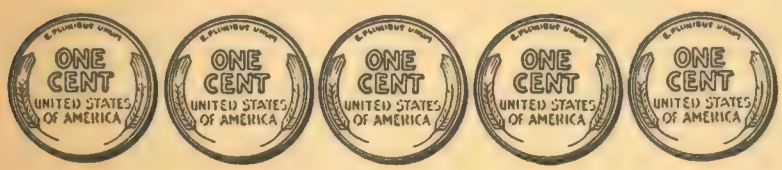
and

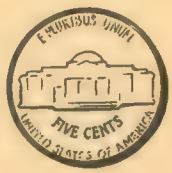

and


are .....¢

2¢
2¢
1¢

2¢ + 2¢ + 1¢ = ...¢



cents make


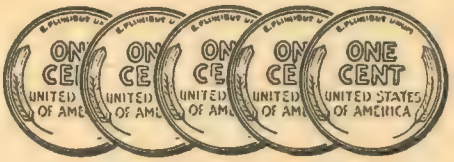
nickel.

5 cents = ... nickel.

= .....cents.

1 nickel

MONEY PROBLEMS



Mary has 5 cents.

Tom has 3 cents.

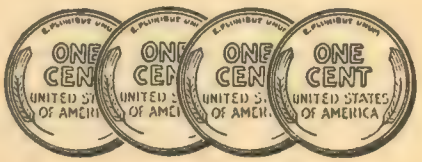
Mary has . . . . . cents more than Tom.

Tom has . . . . . cents less than Mary.

Together they have . . . . . cents.

Jack has a nickel.

A nickel is . . . . . cents.



Jean has 4 cents.

Jack has . . . . . cent more than Jean.

Jean has . . . . . cent less than Jack.

Together they have . . . . . cents.

Betty has a dime.

Jack has a nickel.

A dime is . . . . . cents.

A nickel is . . . . . cents.

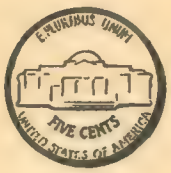
Betty has . . . . . cents more than Jack.

Jack has . . . . . cents less than Betty.

Together they have . . . . . cents.

BUYING

1 cent
or 1 penny



5 cents
1 nickel

10 cents
1 dime

This lollipop costs 1 cent.

This ice cream cone costs 5 cents.

It costs ..... nickel.

This candy bar costs 7 cents.

Mary gave the man ..... nickel

and ..... cents for it.

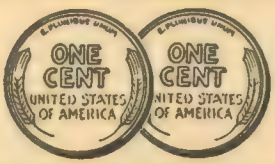
This ball costs 15 cents.

Tom gave the man ..... dime

and ..... nickel for it.

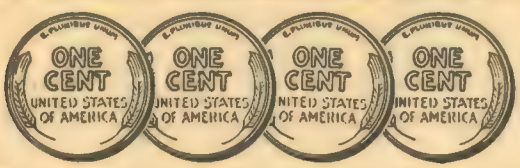
AT THE CANDY STORE

For 1 cent we can buy 1 candy.



2 cents ..... candies.

3 cents ..... candies.



4 cents ..... candies.

1 nickel ..... candies.

1 dime ..... candies.

If I give the man a nickel and buy 2 candies,

he will give me back ..... cents change.

STORE

Mary had a dime.

She bought an ice cream cone that cost a nickel.

The man gave her back a nickel.

costs

change

1. Ken had a nickel.

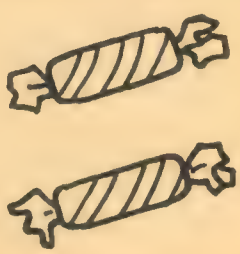
   He bought a toy for 3 cents.

   He had . . . . . cents left.

2. Jean had 6 cents.

   She bought 2 cents worth of candy.

   She had . . . . . cents left.



3. Betty had 4 cents. Could she buy an ice cream cone?

   Yes . . . . . No . . . . . .

4. Harry had a dime. How many ice cream cones could he buy? _____

Number of Examples.....16
Number right .....

TEST

MONEY

A. Draw a line from the name to the picture it matches.

1¢

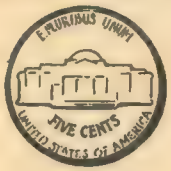
10¢

50¢

5¢

10¢

B.



and

= .....¢

and

= .....¢

and

and

= .....¢

C.

1 penny = ...¢ 1 dime = ...¢ 1 half dollar = ...¢

1 nickel = ...¢ 1 quarter = ...¢ 1 dollar = ...¢

D. A candy bar costs 6 cents.

If you give the man a dime for a candy bar,

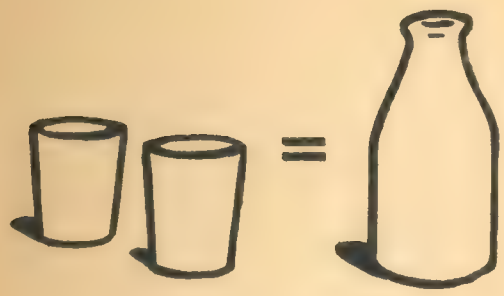
he will give you .....¢ change.

E. A piece of candy costs 2 cents.

I give the man a nickel.

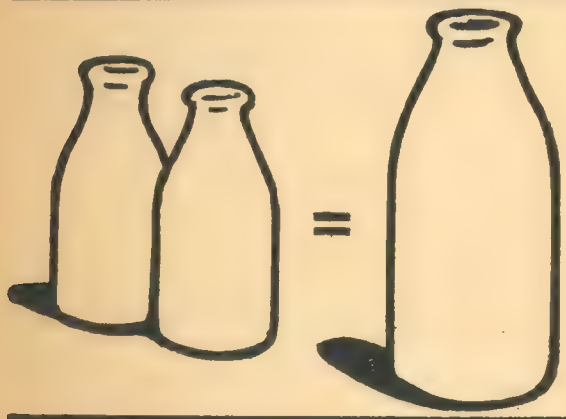
He will give me .....¢ change.

PINTS AND QUARTS



2 glasses of milk make 1 pint of milk.

1 glass is $\frac{1}{2}$ pint.



2 pints of milk make 1 quart of milk.

1 pint is $\frac{1}{2}$ quart.

Other things are sold in pints and quarts.

Canned fruit is sold in pints and quarts.

Pint of cherries

Quart of peaches

Put O around which is larger.
Put X on which is smaller.

Pint of ice cream

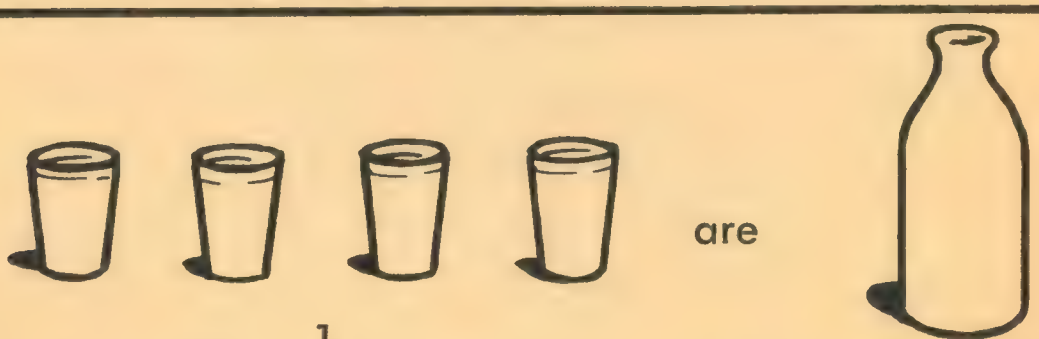
Quart of ice cream

MILK

Half Pint or Half Pint = Pint = Quart

$\frac{1}{2}$ pint + $\frac{1}{2}$ pint = ... pint.

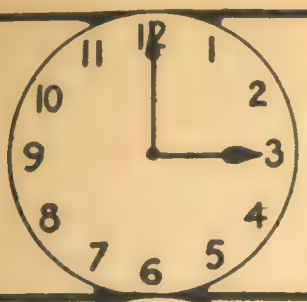
1 pint + 1 pint = ... quart.



Four $\frac{1}{2}$ pints = ... quart.

Teacher: Have at least one of each bottle in class and use water to show how many pints and half pints one quart contains.

TELLING TIME



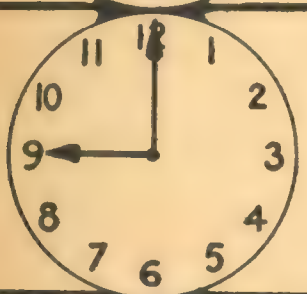
The long hand is the minute hand.
The short hand is the hour hand.
When the long hand is straight up at 12,
the short hand tells what hour it is.

..... o'clock

Time to get up.

..... o'clock

Time for breakfast.



..... o'clock

School begins.

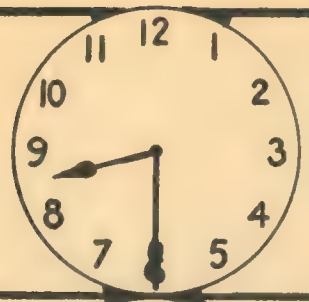
..... o'clock

Time for lunch.

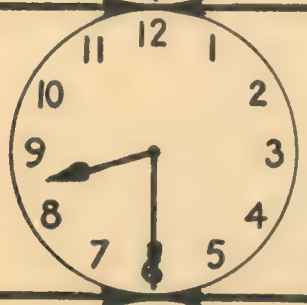
..... o'clock

School ends. Time for play.

TELLING TIME – HALF PAST



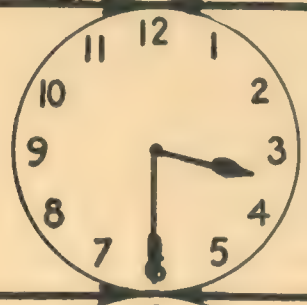
When the long hand is straight down at 6,
it is half past the hour.
This clock says half past 8.



Half past

..... o'clock

Time to start for school.



Half past

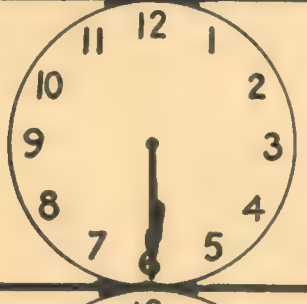
..... o'clock

Home again.

Half past

..... o'clock

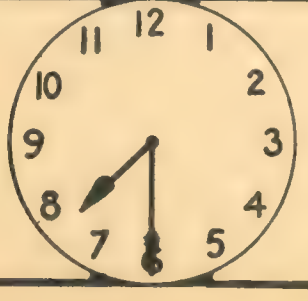
Time for radio.



Half past

..... o'clock

Time for supper.

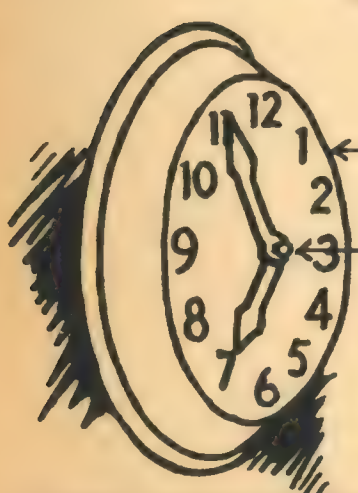


Half past

..... o'clock

Time to get ready for bed.

MAKE A CLOCK



Teacher: Develop the lesson on telling time by having the children make clocks with paper plates. This dial can be cut out and pasted on the paper plate.

TEST NINE – TELLING TIME

What time does each clock say?


1. ..7..... o'clock

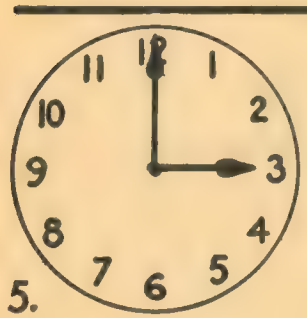

2. .....7.. o'clock

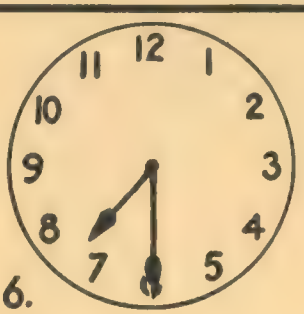

3. ..... o'clock

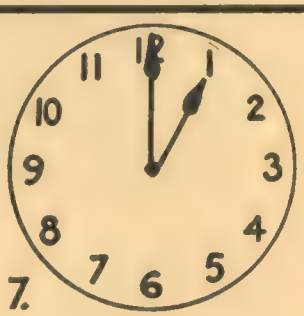

4. ..1..... o'clock

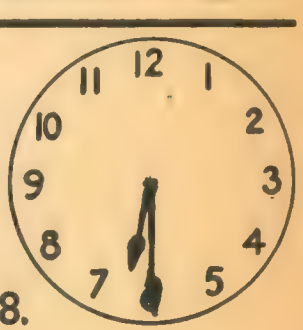
MORNING

A. Which clock says time for lunch? --7---
B. Which clock says time to get up? --1---
C. Which clock says time for breakfast?----
D. Which clock says time for school? -----


5. ..... o'clock


6. ..... o'clock

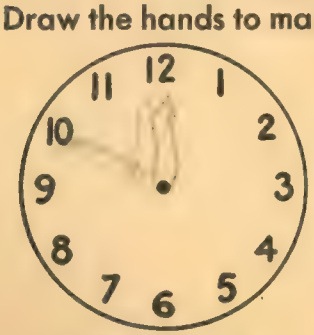

7. ..... o'clock

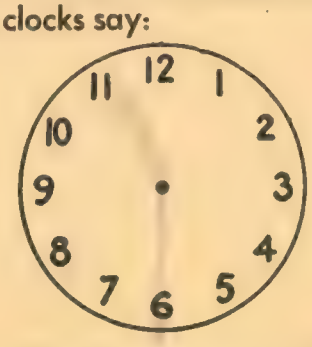

8. ..... o'clock

AFTERNOON AND EVENING

E. Which clock says time for school again?----
F. Which clock says time for school to close?---
G. Which clock says time for supper? -----
H. Which clock says time for bed? -----

I. Draw the hands to make these clocks say:


10 o'clock


Quarter past 11


Half past 6

COUNTING

A. By 1's write the numbers 1 to 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

B. By 2's to 40.

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40

C. By 3's to 60

3	6	9	12	15	18	21	24	27	30
33	36	39	42	45	48	51	54	57	60

D. By 5's to 100

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

E. By 10's to 200

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200

DIVISION

Put O around the right answer.

A. How many 10's are there in 60?

2 4 (6) 9 10

B. How many 10's are there in 30?

2 (3) 7 8 9

C. How many 5's are there in 25?

2 3 (5) 7 8

D. How many 5's are there in 50?

2 5 7 9 (10)

E. How many 3's are there in 18?

2 4 (6) 8 10

F. How many 3's are there in 27?

2 4 6 7 9

G. How many 2's are there in 12?

2 4 (6) 8 10

H. How many 2's are there in 16?

2 4 6 (8) 10

FINAL TEST – ADDITION FACTS

2 +2 4	4 +1 5	1 +4 5	3 +2 5	1 +5 6
2 +3 5	5 +1 6	1 +6 7	4 +2 6	3 +3 6
6 +1 7	2 +4 6	5 +2 7	1 +7 8	7 +1 8
4 +3 7	2 +5 7	1 +8 9	4 +5 9	4 +4 8
1 +9 10	3 +4 7	6 +2 8	2 +7 9	5 + 5 10
5 +3 8	7 +2 9	3 +5 8	8 +1 9	2 +6 8
7 +3 10	3 +6 9	8 +2 10	6 +3 9	9 +1 10
2 +8 10	5 +4 9	3 +7 10	7 +2 9	6 +4 10

Teacher: Prepare flash cards with these combinations.

FINAL TEST – SUBTRACTION FACTS

2 – 1	4 – 1	5 – 2	4 – 3	6 – 1
4 – 2	6 – 3	5 – 4	7 – 1	5 – 3
7 – 2	5 – 1	8 – 4	7 – 5	6 – 3
6 – 5	6 – 2	8 – 3	8 – 7	6 – 4
9 – 1	8 – 5	7 – 3	9 – 3	8 – 1
8 – 6	7 – 1	9 – 4	7 – 4	9 – 7
8 – 2	10 – 1	9 – 5	8 – 2	10 – 5
10 – 9	8 – 2	10 – 6	7 – 6	10 – 3
10 – 2	10 – 7	9 – 5	10 – 8	10 – 4

Teacher: Prepare flash cards using these and similar combinations for checking.

MULTIPLICATION FACTS

2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10	6 × 2 = 12
2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12	2 × 7 = 14
7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20	2 × 8 = 16

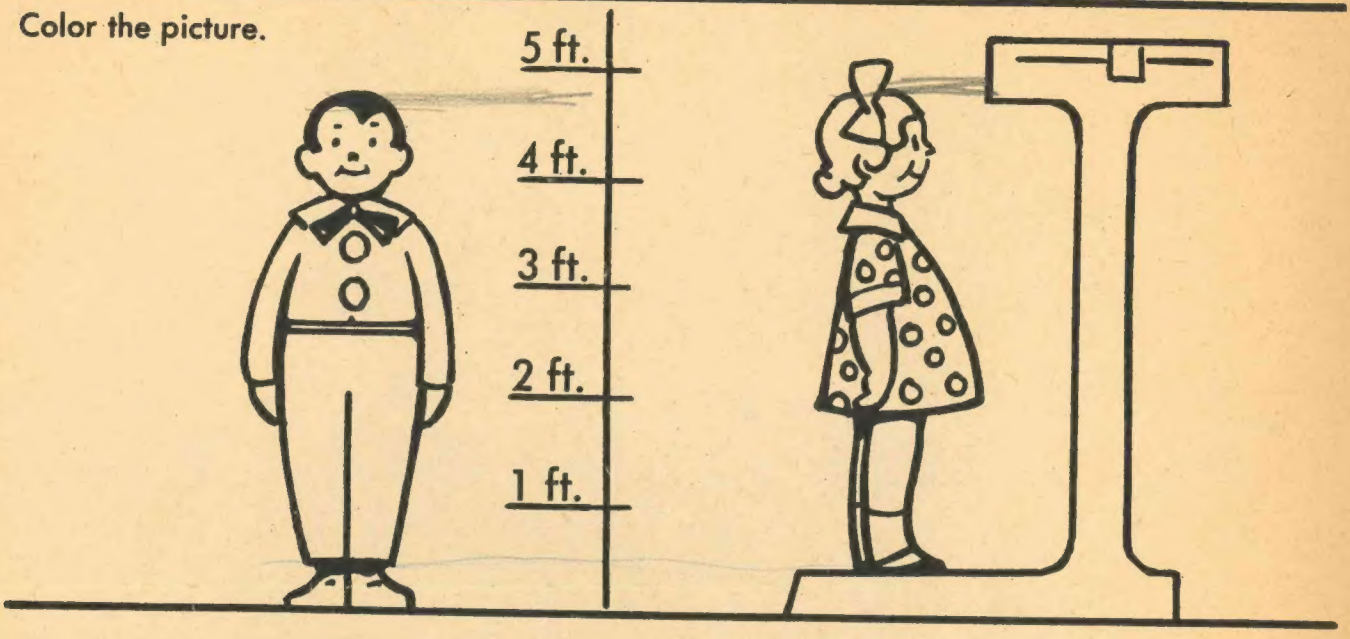
DIVISION FACTS

4 ÷ 2 = ...2...	10 ÷ 5 = ...2...
6 ÷ 2 = ...3...	12 ÷ 2 = ...6...
8 ÷ 2 = ...4...	12 ÷ 3 = ...4...
10 ÷ 2 = ...5...	12 ÷ 4 = ...3...

Teacher: Groups of toothpicks or splints held together with rubber bands can be used in developing this lesson.

ACTIVITIES – HEIGHT AND WEIGHT

Color the picture.



I am ..... feet and ..... inches tall.

Write the names of three friends.

1. ..... is ..... feet..... inches tall.

2. ..... is ..... feet..... inches tall.

3. ..... is ..... feet..... inches tall.

A scale is used to see how much you weigh. I weigh ..... pounds.

Write the names of three friends.

1. ..... weighs .....pounds.

2. ..... weighs .....pounds.

3. ..... weighs .....pounds.

Teacher: Let each pupil keep a monthly record of his height and weight. Compare with standard age, height and weight charts for boys and girls.


INK
2+2=4
cat
1+1=2
Arithmetic
Reading
SCHOOL
Spelling
3+2=5
Writing

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3918 WRITING (Grade 3)
3903 READING (Grade 1)
3904 READING (Grade 2)
3910 READING (Grade 3)
3908 READING (Grade 4)

3901 ARITHMETIC (Grade 1)
3902 ARITHMETIC (Grade 2)
3911 ARITHMETIC (Grade 3)
3912 ARITHMETIC (Grade 4)
3913 ARITHMETIC (Grade 5)
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